

APPENDICES

Appendix 1

To whom it may concern

The data saved in the records of the Directorate of Jenin in the State of Palestine, shows that the distribution of marks for the subject of English Language for the Seventh Grade is like this:

Listening + Speaking: 15

Vocabulary:15

Reading:30

Language (Grammar):20

Writing:20

This data is used for the PhD dissertation for the teacher Tahani Bsharat who teaches English Language at Al-iman School.

This data is given to the teacher upon her request

Supervisor of English Language

Mr. Jamal M. Turkman

Directorate of Education-Jenin

State of Palestine



Appendix 2

State of Palestine
Ministry of Education
Directorate of Education/Jenin



دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم/جنين

To whom it may concern

The records of the Ministry of Education in the State of Palestine have shown these stipulations to choose a supervisor of English:

- 1- Having at least a B.A in English Language or Methods of teaching English
- 2- Having an Educational qualification (Educational Diploma, Master' degree or PHD in Methods of Teaching or English Curriculum)
- 3- Having an experience of at least eight years as a teacher of English
- 4- Having a performance evaluation of at least "very good" for the last three years of experience
- 5- Introducing some educational initiatives
- 6- Having at least 200 training hours, 150 of them as a trainer
- 7- Good experience in computer skills especially (Microsoft Word)
- 8- Having good skills in communication
- 9- Having the ability to work under pressure and teamwork
- 10- Having the ability to manage crises

Director of Education
Salam Al-Taher
Directorate of Education- Jenin



Appendix 3

EDUCATIONAL COOPERATIVE DRAMA OBSERVATION FORM

Date:class: Topic:

Note: Negative.....shy, hesitation, silent, demotivated

Positive: self-confidence, cooperative, reflect himself, motivated

P: POSITIVE N: NEGATIVE

NO.	Educational Cooperative Drama Features	Governmental school 7thClass	Private school 7thclass	positive	negative	Notes to add(reflexives)
1.	Enhancing cooperation and participation					
2.	The student can speak to his classmate effectively.					
3.	The student listens to his classmate while speaking and accepts the other opinion.					
4.	The student is good at using letter and word exits.					
5.	Fostering the abilities of self-confidence, responsibility, collaboration and acting together(group team)					
6.	The collaboration between the teacher and the students. Also, the collaboration					

	between the students together.					
7.	Generating an enjoyable learning atmosphere					
8.	Establishing a comfortable and free thought-sharing environment					
9.	Speak English without shying and acting with sharing.					

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Appendix 4

Semi structure Interview questions for English language supervisors

Dear Supervisor: The following questions are part of a research Ph.D. dissertation. Your responses will be strictly confidential and will be used for the completion of the Ph.D. Dissertation only.

1. What do you know about the educational drama method (dramatization method)?
2. Have you ever used the educational method in your classes? If yes, how do use it in the speaking skills?
3. What are the benefits of the educational drama techniques in teaching speaking skills?
4. What experiences have you had in practicing the educational drama with Eng. Lang. teachers in your workshops?
5. How often do English language teachers use Cooperative Learning in their classrooms?
6. How can we integrate the Cooperative learning method into the educational drama in the Palestinian curriculum?
7. What are the principles of the Cooperative learning theory in the language class?
8. What is the role of the English language supervisor in familiarizing the English language teachers with such techniques (role-play; round table)?

Thanks you for your contribution.

Appendix 5

Semi structure Interview questions for the teachers

Dear Teacher: The following questions are part of a research Ph.D. dissertation. Your responses will be strictly confidential and will be used for the completion of the Ph.D. dissertation only.

1. What do you know about Educational Drama techniques?
2. How do you use the educational drama in teaching speaking skills English language?
3. What are the benefits of the educational drama techniques in teaching speaking skills?
4. What experiences have you had in practicing the educational drama in the classroom with your students?
5. How often do you use Cooperative Learning in your classrooms with your students?
6. How can we integrate the Cooperative learning method into educational drama in the Palestinian curriculum?
7. What are the principles of Cooperative learning theory in the language class?

You can add more ideas if you find them helpful.

Thanks you for your contribution.

Appendix 6

Semi structure Interview questions for the EFL students

Dear Student: The following questions are part of a research Ph.D. dissertation. Your responses will be strictly confidential and will be used for the completion of the Ph.D. dissertation only.

1. Did your English teacher use drama as a technique in teaching speaking? if yes, how?
2. Does working with a partner or a group make your speaking skills better? How?
3. Does working with a partner or a group help you do better or worse in your performance in the classroom?
4. Do you enjoy the speaking skills when you work with a partner or group? Why?
5. What do you enjoy more: acting the dialogue with your classmate or reading in the traditional way?
6. Do you enjoy using drama techniques such as role-play in learning to speak English? if yes, explain, please?

Thanks you for your contribution.

Appendix 7

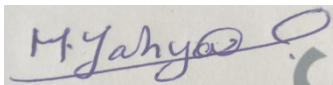
A Sample of Declaration Pages to Validate Research Instruments

Declaration of Acceptance to Validate Research Instruments

To whom it may concern

I, the undersigned, declare that I had the privilege to review and validate the instruments /tools of the qualitative PhD research study entitled “INSIGHTS INTO UTILIZING EDUCATIONAL COOPERATIVE DRAMA FOR PALESTINIAN SPEAKING SKILLS IN A WAR-TORN JENIN CITY” prepared by the student Tahani R. K. Bsharat, Ph.D. candidate, at Islamic Science University of Malaysia. Upon her request, and in accordance to my experience in the field of TEFL in Palestine, I accepted to review the observation checklist and the interview questions in terms of the content, structure, spelling, wording and the extent of their alignment with the study questions and its objectives. Accordingly, some suggestions and recommendations were given to the researcher to take into account when preparing the final version of the interview questions.

Best Regards,



*Dr. Mosaddaq Y. Barahmeh
Dean of Faculty of Arts
Arab American University
Jenin, Palestine*

Tel No: 042418888 Ext. 1141

Mobile No:0599768018

Email: mosaddaq.barahmeh@aaup.edu



Appendix 8

The official consent form (English version)

For the sake of the Protection of Human Subjects participating in this study

Informed Consent Form – December 2020.

Title: INSIGHTS INTO UTILIZING EDUCATIONAL COOPERATIVE DRAMA FOR PALESTINIAN SPEAKING SKILLS IN A WAR-TORN JENIN CITY.

Researcher: Tahani R. K. Bsharat, Ph.D. candidate, Islamic Science

University of Malaysia, Malaysia

Background and Purpose: This research study discovers insights into utilizing educational cooperative drama for Palestinian 7th graders speaking skills in a war-torn Jenin.

Procedure: The researcher invites you to help her learn more about exploring the insights of utilizing educational cooperative drama for Palestinian 7th graders' speaking skills in a war-torn Jenin city. by participating in this study. You will be asked to participate in answering questions for the semi-structured interviews and participating in the online sessions.

Benefits: As a participant in this study, you will be given an opportunity through interviews to evaluate and critically think about the efficacy of using an educational cooperative drama strategy to improve speaking skills for 7th graders. Voluntary Participation and Withdrawal: Participation in this study is completely voluntary. You can withdraw at any time and you have the right to refuse to participate. Your responses to all parts of the study will remain strictly confidential.

Contact Person: The researcher appreciates your willingness to participate in this study. Feel free to contact Tahani R. K. Bsharat (0599794572), or email tahananibsharat9@gmail.com if you have any questions or comments about this study throughout the semester. The researcher will give you a copy of this consent form to keep. If you are willing to volunteer for this research, please sign below.

Signature of Student -----Date -----

Signature of Researcher -----Date -----

Appendix 9

OFFICIAL CONSENT FORM (ARABIC VERSION)

استمارة الموافقة الرسمية (النسخة العربية)

نموذج الموافقة المستنيرة -ديسمبر 2020.

العنوان: رؤى الاستفادة من الدراما التعاونية التربوية لمهارات التحدث لطلبة الصف السابع الفلسطينيين في مدينة جنين التي مزقتها الحرب.

الباحثة: تهاني رفعت خليل بشارت، طالبة دكتوراه، جامعة العلوم الإسلامية الماليزية، ماليزيا.

الخلفية والغرض: تكتشف هذه الدراسة البحثية رؤى حول استخدام الدراما التعاونية التربوية لمهارات التحدث لطلاب الصف السابع الفلسطينيين في مدينة جنين التي مزقتها الحرب.

الإجراء: تدعو الباحثة إلى مساعدتها في معرفة المزيد حول استكشاف رؤى الاستفادة من الدراما التعاونية التربوية لمهارات التحدث لدى طلاب الصف السابع الفلسطينيين في مدينة جنين التي مزقتها الحرب. من خلال المشاركة في هذه الدراسة سيطلب منك المشاركة في الإجابة على أسئلة المقابلات.

الفوائد: كمشارك في هذه الدراسة، سوف تحصل على فرصة من خلال مقابلات للتقييم والتفكير النقدي في فعالية استخدام استراتيجية الدراما التعاونية التربوية لتحسين مهارات التحدث لطلاب الصف السابع. المشاركة الطوعية والانسحاب: المشاركة في هذه الدراسة تطوعية تمامًا. يمكنك الانسحاب في أي وقت ولك الحق في رفض المشاركة. ستبقى ردودك على جميع أجزاء الدراسة سرية للغاية.

الشخص المسؤول عن الاتصال: تقدر الباحثة رغبتك في المشاركة في هذه الدراسة. لا تتردد في التواصل مع تهاني إذا tahanibsharat9@gmail.com رفعت خليل بشارت (0599794572)، أو إرسال بريد إلكتروني إلى كان لديك أي أسئلة أو تعليقات حول هذه الدراسة طوال الفصل الدراسي. ستعطيك الباحثة نسخة من نموذج الموافقة هذا للاحتفاظ به. إذا كنت على استعداد للتطوع في هذا البحث، فيرجى التوقيع أدناه.

توقيع الطالب

التاريخ

توقيع الباحثة

التاريخ

Appendix 10

Sample of the Artefacts

1. OBSERVATION FORM

Notes on the observations checklist:

-On Monday the first of February 2020 morning at 8 o'clock (the first English class) that the researcher observed, students' in the seventh grade for unit ten and the title of the unit is "Technology". The teacher divided them into groups (A, B, C) and started working on their skills. Also, he asked them to work together to act the dialogue together and he gives them five minutes to divide the roles in the dialogue which are (Teacher, Hiba, Frias, Huda, and Salim).

-Positive: the students were like bees, there are a lot of practicing, acting, and cooperating, also the students enjoy the conservation because they do it with a lot of motivation from their teacher.

-Negative: some students feel shy and repeat repeatedly because of the low voice and a few students depend on the other too much, the classroom is small, besides the time of the class was short.

-On Wednesday the tenth of February 2020 at 9:20 (third class) the researcher observed, students' in the seventh grade for unit eleven, lesson one and the title of the unit is "Visiting a city". At all times, the teacher sustained and encouraged the children. Students are involved in all activities, indicating that they are highly motivated because they are delighted to have worked out for a few minutes and done some teamwork, and they have built close relationships by sharing knowledge and skills and learning from one another. furthermore, when the students act the dialogue and the roles were (Peter, taxi driver), the researcher observed acknowledged that students have supportive relationships with one another and that the students had a supportive and collaborative relationship.

-Positive: the students enjoy the class and help each other and have the courage to speak the English language without fear.

-Negative: some students want to act on a stage in the English lab, not in the class also some students make a little noise and want to be with their friends.

2. videos

Analyzing the videos

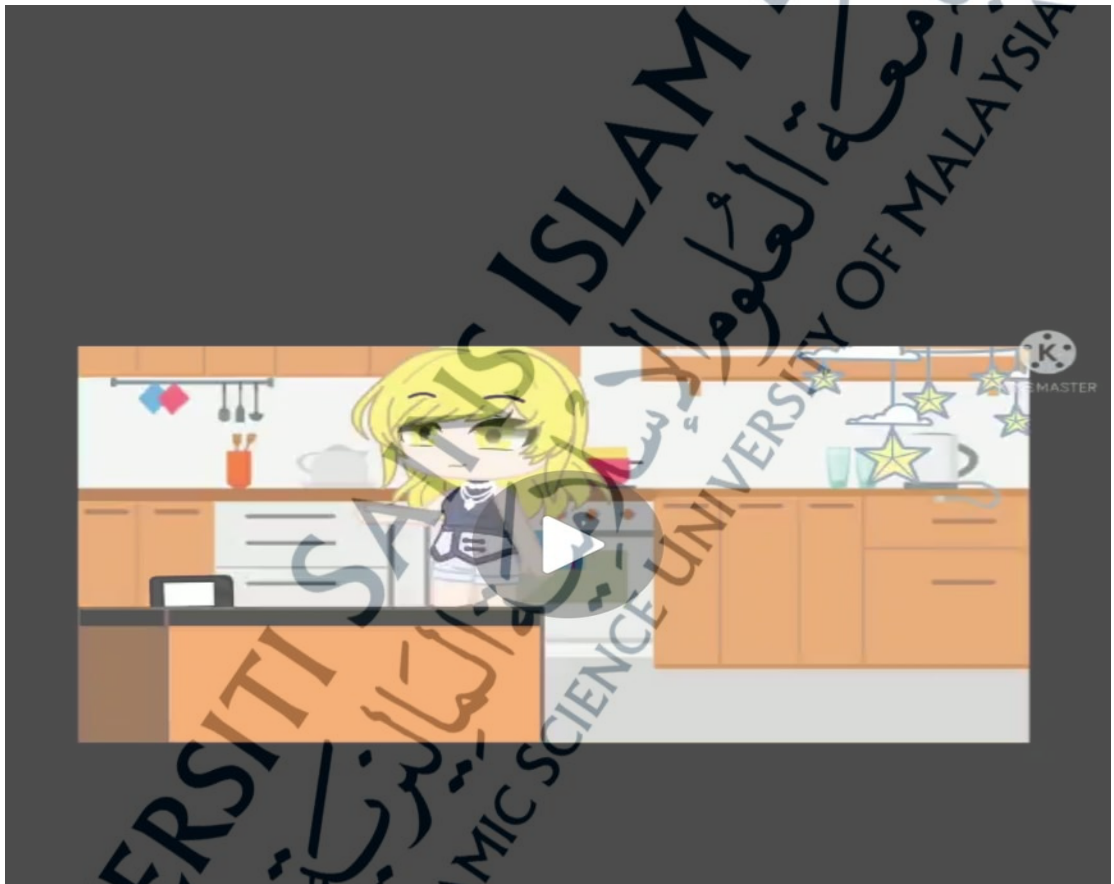
After analyzing the videos by the researcher and the teachers of the participants who were interviewed through this study and following up on the students of the sample, the cooperative educational drama was applied and videos, activities, and talks were made for the seventh-grade curriculum, the first semester of the curriculum, and the case or task was applied and The following was observed:

-First: Before the application, male and female students used the Arabic language extensively, in addition to taking a long time to understand and study the material, and some students felt ashamed, not participating and fear of speaking the English language incorrectly, knowing that the rates of students participating in the study are high 90% and above in the English language, with surprise at the style, shyness, and lack of disclosure if the student does not fully understand.

-After the cooperative educational drama, the same lesson was done, which is from the fourth unit which title is "Keep in touch." Unit 4. period 1 The students were asked to make small groups consisting of 3 students, and a simple proposal was made to do a task related to the unit in the style of cooperative educational drama. Awareness about: presentation and making PowerPoint slides, students participating in it, distributing roles, practicing it well, explaining and representing it in front of the male and female students, with the use of the small theater that was placed in the English language lab.

After that, the male and female students gave a creative idea to do the same role in another way, which includes the following. One of the creative students suggested that technology be better used and asked the teacher to participate, and she worked and represented the lesson and roles in CHIBI animations through a new program called GACHA club After that, the text was repeatedly rehearsed and mastered with the help of everyone - the teacher and the student - and the clip was modified and the sounds were recorded by the KINEMASTER program, and the video was ready and presented to the students through the final video that applied the style of educational drama. Furthermore, the researcher found and the participating teachers noticed a noticeable improvement in the level of English conversation, proficiency in the dialect, and the use of the Arabic language in a very little and negligible way, in addition to giving creative ideas from male and female students with active participation and increasing their cooperation and teamwork, as well as Encouraging the positive and breaking the barrier of fear of error speaking in English and building friendship relationships between male and female students and a lot of joy and fun and not feeling the time and increasing the marks in general in the English language and the surprising thing is that the students and teachers asked to do an extra activity which is a play in English about Covid -19.

Figure 4.2 shows KINEMASTER program pictures from the videos





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3. Presentations for the 7th graders students:

The researcher with English language teachers plan to let the students do a small presentation and they found that the students are so creative and made many amazing activities and beautiful cards for the lesson, some students make PowerPoints slides. furthermore, there are cooperation, acting skills, less use of the Arabic language, no shying nor feeling embarrassed, improved speaking skills, and using technology.

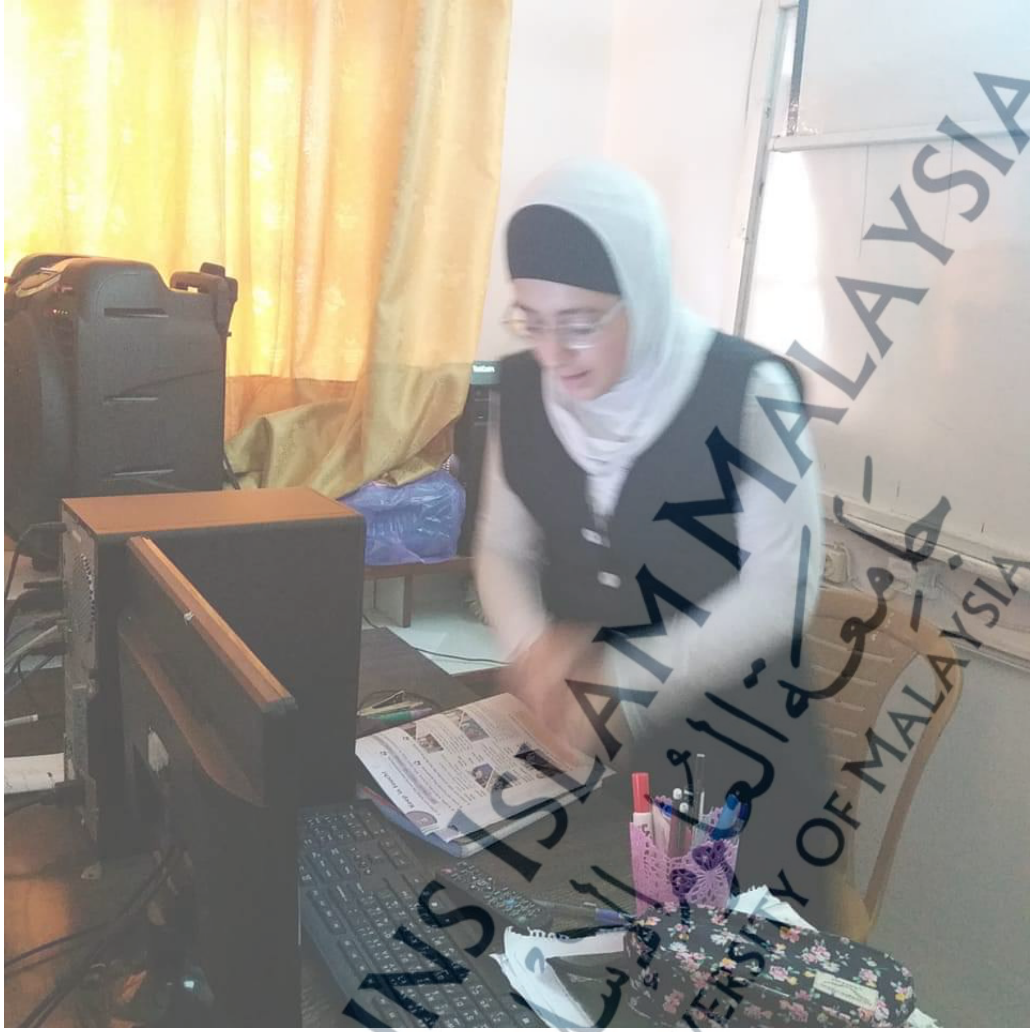
Tahani Bsharat



١٠ أكتوبر ٢٠١٩

Amazing presentation Shefa..7th grade





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4. plays...sample of ECD



COVID-19 (a play)

Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered Corona virus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older

people and those with medical problems like high blood pressure, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

What are the symptoms of COVID-19?

Cough, fever, shortness of breath, loss of taste or smell, fatigue, sore throat and other symptom that differ from one person to another. Also be aware that children can transmit the disease without having symptoms.

What is the incubation period for COVID-19?

Incubation which is the time between exposure and symptoms onset can take about 14 days, this quarantine should be for 14 days.

What should we do if we have contact with someone who has COVID-19?

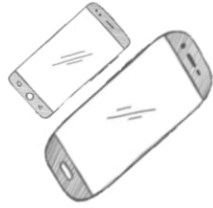
Stay home for 14 days after your last contact with that person, and be alert for the symptoms. And try to stay away from people of high risk of getting sick from COVID-19.

How to protect our self and others from COVID-19?

We can stay safe by taking simple precautions such as physical distancing stay about 1m from other people, avoid crowded places, make wearing a mask a normal habit around other people, keep your hands clean and don't touch your face.

Let's all work together to eliminate COVID-19

5. worksheets



*Worksheet:
Write a summary
from unit 4
keep in touch
and you should
present it in
5 minutes*



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Task 1:

*Choose a topic
or a title
from your book,
cooperate with
your friends to act
it out next week*



*Worksheet 3:
Cooperate with
each other,
make groups,
try writing
a situation
that you faced
from the Israeli
occupation action.
here in Palestine*



Shifa.

We were going back home from a wedding party. The way home is 30 minutes on the road. There was no one on the road it was peaceful. Suddenly the traffic stopped, it was the Zionists stopping the road. The joy of the party has vanished and we were concurred with fear and madness. They started going to cars and talking in a non sense language & words. I was mad cause they were calling people with bad words. Then after 30 minutes they have letten us go.

What a fearful night it was, until I
woke up to the sound of gunshooting, it
wasn't the first time I heard it but it
was extremely loud and close, I got out
of my bed and ran to my parents, my
mother told me there was some clashes
between Israeli soldiers and Palestinian
fighters near our home, she ordered me to
sit ^{on} the floor in the dining room since

it's surrounded by walls, suddenly we heard something coming down, it was the glass of the living room, some gunshots broke the windows, we stayed calm until the shooting ended, we cleaned the brokeny glass and went back to sleep, hoping that this conflict will one day come to an end.

Appendix 11

The final day



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Appendix 12

Some classes of the 7th grade English for Palestine curriculum

UNIT
11 Visiting a city

Period 1

1 Listen and repeat the words.

bridge centre modern spend stop traffic ugly untidy visitor

Word formation:
tidy – untidy

2 Work in pairs. Look at the picture and answer the questions.

- 1 Where are the men?
- 2 What are they doing?
- 3 Are they going fast? Why/Why not?
- 4 What do you think they are talking about?

3 Listen and answer the questions.

4 Listen and read. Underline the words from activity 1.

Peter is visiting a big city. He wants to see the city and find out more about it. He is in a taxi. It is going very slowly. Then it stops.

Peter: I don't think we're moving at all. We can't go any faster, can we?

Taxi driver: I'm sorry but we can't. There's a lot of traffic today.

Peter: Why is it busy today? It's not always like this, is it?

Taxi driver: It is in summer. There are a lot of visitors to this city.

Peter: That's the problem with many modern cities. They are beautiful and interesting. They have beautiful buildings, nice restaurants, modern buildings and interesting shopping centres, but there are lots of visitors.

Taxi driver: For us, that's not a problem. We like to have visitors. We want people to enjoy our city.

Peter: Yes, but when visitors spend time in a city there is always a lot of traffic. And the traffic makes the air dirty and the streets untidy.

Taxi driver: I think this city is amazing. For example, look at this beautiful bridge over the river in front of us. That isn't ugly, is it?



5 Work in pairs. Act out the conversation in activity 4.

Everyday English That's the problem with ... Yes, but ...
That's not a problem.

1 Listen and repeat the words and expressions. 

chat come over double half message moment postcard wrong

2 In pairs, look at the pictures. How many ways to communicate can you see?

3 Listen and answer the questions. 

4 Listen and read. Underline the words from activity 1. 

Woman: Hello?

Huda: Hello Aunt Alia. Can I speak to Rania, please?

Woman: Sorry. You've got the wrong number.

Huda: Oh, I am sorry. Goodbye.



Huda: Hi, Aunt Alia. It's Huda. Can I speak to Rania, please?

Aunt Alia: I'm sorry, Huda, she's out with her brother. Can I take a message?

Huda: Yes, please. Can you ask her to call me on this number: double two, six, oh, one, five?

Aunt Alia: Yes, of course.

Huda: Thank you. Bye.

Huda's mother: Hello.

Rania: Good morning, Mrs Karmi. Can I speak to Huda, please?

Huda's mother: Who's speaking, please?

Rania: Sorry. It's Rania.

Huda's mother: Hello, Rania. Just a moment.



Rania: Huda! Hi there!

Huda: Hi! I got a postcard from Iqbal this morning – she's in her new house! She wants to invite us to go and see her next week.

Rania: Iqbal! I miss her now she's at a different school.

Huda: Well, come over to my house and we can call her together. We'll have a good chat!

Rania: OK! See you in half an hour.

5 Work in groups. Act out the conversations in activity 4.

Everyday English Double two, six, oh, one, five Just a moment. Who's speaking?

1 Listen and repeat the words and expressions.



almost bank come back money plastic pollution upside down wait

2 Work in pairs. Look at the picture. What do you think Peter and the taxi driver are talking about now?

3 Listen and read. Find two examples of pollution they talk about.



Peter: I agree with what you say – this is a beautiful city. What I'm saying is that all the visitors and traffic help to make pollution.

Taxi driver: Well, I agree with that. Look at all the plastic bags next to the road and in the river. That's pollution and it's very ugly.

Peter: That's right. And plastic will stay there for a long time. Oh! What's that? It's a bicycle upside down in the river, isn't it?

Taxi driver: Yes, it is and it makes me very angry! Why throw things in the river? Some people are awful, aren't they?

Peter: Yes, they are. It's very sad.

Taxi driver: The traffic is moving now. Where do you want to go?

Peter: Is there a bank near here? I need some money.

Taxi driver: Yes, there is. We're almost there.

Peter: You can wait for me, can't you? I'll be quick.

Taxi driver: The bank will be busy. I'll come back for you.

Peter: That's kind of you.

Taxi driver: We're all kind here. The traffic may be bad and the streets polluted but the people are good.

Peter: Yes! And that's the most important thing, isn't it?



Word formation:
pollution – polluted

4 Read and tick the true sentences. Then correct the false sentences.

- 1 Peter thinks the city is polluted but the taxi driver doesn't agree.
- 2 There is a bank near where they are.
- 3 The taxi driver will wait for Peter.

5 Read and answer the questions.

- 1 What do they see in the river?
- 2 What do they agree is the important thing about the city?

6 Work in pairs. Act out the conversation in activity 3.

1 Listen and repeat the words and expressions. 

along corner finally gift sell straight ahead turn way

2 Work in pairs. Look at the pictures and answer the questions.

- 1 Where are the people?
- 2 What are they doing?
- 3 What do you think they are saying?

3 Listen and answer the questions. 

4 Listen and read. Underline the words from activity 1. 

Jade: Excuse me, is there a shop or market near here?

Nisreen: Yes, there's a market straight ahead on this road. But what do you want to buy?

Jade: I want a gift to take home to my family.



Nisreen: Oh! There's a very good gift shop near the mosque.

Jade: That sounds good but where is the mosque? I'm a visitor here.

Nisreen: I'd like to show you the way but I'm going to school now. Do you have a map?

Jade: Yes, I do.

Nisreen: Then I can show you the way on the map. Let me have a look at it. OK. We're here. Go along this road and then turn left. The mosque is on the corner.

Jade: I'm sure I'll see that.

Nisreen: You will. You should stop and take a look at it. It's very beautiful.

Jade: That's a great idea. I'll do that.



Nisreen: OK. Turn left at the mosque. Finally, you'll find the gift shop on the right. They sell nice things there. You'll find what you want.

Jade: Thank you very much. You've been a great help.

Nisreen: You're welcome. Goodbye.

Jade: Goodbye.



5 Work in pairs. Act out the conversation in activity 4.

Everyday English	I'm sure I'll see that.	You've been a great help.
	That's a great idea. I'll do that.	You're welcome. Goodbye.

Appendix 13

Appendix (13) English language educational staff and students' official statistics



To whom it may concern

The records of the Directorate of Education Jenin show these facts:

- 1.Number of schools that have 7th graders:"18".
- 2.Number of English teachers in these schools:"22".
- 3.Number of students in these schools:"937", (boys:453, girls:484).
- 4.Number of English supervisors:"5".

This data was given to Mrs. Tahani Bsharat, a PHD student for scientific research purposes upon her request.

General Director of the Directorate of Education

Mrs. Salam Al-Taher



Appendix 14

A sample of coding Summary by Node (Nvivo report).

Node Type	Description	Source Type	Hierarchical Name	Folder Location	Hierarchical Name	Aggregate	Classification	List Order	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On	Coded Text
					Nodes\Collaborative Learning\cooperating	No		14	2.33 %	2	2	ZUHEIR	3/15/2022 9:00 PM	more effective and fun
					Nodes\Collaborative Learning\Productivity	No		16	3.96 %	1	1	ZUHEIR	3/15/2022 7:28 PM	and strive for excellent grades in the English language.
					Nodes\Psi\psychology\feared	No		21	1.41 %	1	1	ZUHEIR	3/15/2022 8:58 PM	occupation and fear
					Nodes\Psi\psychology\Self-esteem	No		20	0.63 %	1	1	ZUHEIR	3/15/2022 8:56 PM	confident
					Nodes\Psi\psychology\enjoyable	No		19	1.13 %	2	1	ZUHEIR	3/15/2022 8:58 PM	full of joy
					Nodes\Psi\psychology\enjoyable	No		19	1.13 %	2	2	ZUHEIR	3/15/2022 8:58 PM	happy
					Nodes\Collaborative	No		14	2.33 %	2	1	ZUHEIR	3/15/2022 7:28 PM	collaborate

Node Type	Description	Source Type	Hierarchical Name	Folder Location	Hierarchical Name	Aggregate	Classification	List Order	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On	Coded Text
					Nodes\Benefits\	No			2	9.20%	4	1	3/15/2022 8:55 PM	language skills better
					Nodes\Benefits\	No			3	3.11%	2	1	3/15/2022 8:56 PM	new skills
					Nodes\Benefits\	No			3	3.11%	2	2	3/15/2022 8:57 PM	acting and I feel the character
					Nodes\Benefits\	No			2	9.20%	4	4	3/15/2022 8:59 PM	get fruitful information
					Nodes\Benefits\	No			7	2.90%	1	1	3/15/2022 7:26 PM	This motivates and encourages me to share
					Nodes\Benefits\	No			2	9.20%	4	2	3/15/2022 8:55 PM	train the language and reach us how to write new words.

Nodes

Nodes\P	No				19	2.06%	2	1	ZUHEIR	3/15/2022 9:34 PM	I enjoy it
Nodes\P	No				19	2.06%	2	2	ZUHEIR	3/15/2022 9:34 PM	I enjoy acting
Nodes\C	No				14	9.39%	3	3	ZUHEIR	3/15/2022 9:36 PM	classmate in my team
Nodes\C	No				16	0.82%	1	1	ZUHEIR	3/15/2022 9:35 PM	new things

Appendix 15

A sample of coding book

Main Theme	subtheme	Example
Benefits	- Improve speaking and acting skills	<i>‘The two methods ‘mean cooperative learning’ and ‘educational drama’ are powerful. They significantly benefit teaching and learning the English language, especially speaking skills through cooperating and acting’ (supervisor 1).</i>
	- creativity and motivation	<i>‘Dramatic techniques have proven to be effective in assisting students in improving their speaking abilities’ (supervisor 5).</i>
Individual innovativeness	- cooperating and group working	<i>‘Students improved in areas such as accuracy, pronunciation, and vocabulary mastery’ (supervisor 5). ‘drama is amazing for my students to improve their speaking skills and to let them act, speak, enjoy and practice the English language without being shy, nervous, or afraid to make mistakes when they speak’ (Teacher 4)</i>
	- enjoyable and fun	<i>‘yeah it improves your English language skills’ (student 6)</i>
	- increasing achievement	<i>‘we learn new words out accent improves and our speaking skills get better’ (student 7)</i>
Collaborative learning (working)	- decrease the effects of war-torn environments.	<i>‘it improves my accent’ (student 17)</i>
		<i>‘I advise every teacher and student to cooperate, act, enjoy the English language and speak it through efficient drama techniques’ (supervisor 5). ‘explore themselves, events and connections, students can express themselves through plays, singing, dancing and improvising’ (Teacher 1)</i>

Appendix 16

Publications related to the thesis

1. Understanding Quantitative and Qualitative Research Methods: A Theoretical Perspective for Young Researchers Enas A. A. Abuhamdal Islam Asim Ismail²Tahani R. K. Bsharat³. International Journal of Research p-ISSN: 2348-6848 e-ISSN: 2348-795X Volume 08 Issue 02 February 2021.
2. The Role of Drama in Improving Students' English from the Teachers' Perspective Tahani Refa'at Khalil Bsharat. International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2015): 78.96 | Impact Factor (2015): 6.391.
3. The impact of utilizing educational drama on improving Palestinian 7th graders speaking skills. VOL 1 SUPPLEMENTARY 3 SPECIAL EDITION-INPAC. ISSN:18234593 E-ISSN:2710-6462. <http://dsl.usim.edu.my>.
4. The Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city: A case study Tahani R. K. Bsharat, Fariza Behak. Ilkogretim Online - Secondary Education Online, 2021; Vol 20 (Issue 5): pp. 37-51 <http://ilkogretim-online.org> doi: 10.17051/ilkonline.2021.05.04.
5. The Influence of Applying Educational Active Drama in enhancing speaking skills in Teaching- learning English Language: A Theoretical Perspective Tahani R. K. Bsharat¹, Mosaddaq Y. Barahmeh² Technium Social Sciences Journal Vol. 14, 10-32, December, 2020 ISSN: 2668-7798 www.techniumscience.com.
6. The Influence of Applying the Principles of Experiential Coyote Drama (ECD) Methods in Teaching English Language from the English language supervisor's perspectives in Jenin city (case study). Barahmeh, M. Y., and Bsharat, T. R. K. (2021). Advances in Social Sciences Research Journal – Vol. 8, No. 4 Publication Date: April 25, 2021 DOI:10.14738/assrj.84.10026.
7. The English Language Education under Israeli Occupation through Dramatization Method for the EFL Students in Palestine: A Case Study, 732 Fariza Puteh Behak^{1*}, Tahani R.K. Bsharat², Journal of Early Childhood Special Education (INT-JECSE), 13(2) 2021, 732-741 DOI: 10.9756/INT-JECSE/V13I2.211114.
8. Does The Educational Drama Methods and Techniques Exist in Islam and used by The Prophet Muhammad (PBUH)? An Exploratory Study.

Appendix 17

Online sessions related to the thesis

Facebook live sessions and open discussions in Malaysia in Childs Education in Totality (online community).

1. on 6th December 2021.the topic (Trauma children face in war-torn regions).
2. On 7th February 2022. Topic (Education under occupation through Dramatization Method).

OPEN DISCUSSION WITH EXPERTS ON CHILD'S EDUCATION & ITS TOTALITY

TOPIC OF DISCUSSION

Trauma children face in war- torn regions

Guest

Tahani Bsharat

BA from Al-Quds open university in methods of teaching English.
MA from Al-Najah University, Palestine
PHD student at Usim University in Malaysia

English Language teacher at Al-Eman secondary school
Part time lecturer at Al-Quds Open University, Nablus branch
The director of Talia's centre for Excellence
Teaching English in different stages
A researcher and had more than 10 researches in Teaching and Learning English

Hello
I'm Shifa Hassan
I'm 14 years old a student in 9th grade at Al-Eman School
It's my pleasure to participate in this session

Hi
I'm Sarah Jarrar
I'm 13 years old and a 9th grader at al-Eman school
I'm so excited to participate in this session with my teacher tahani bsharat and doctor alsha

22-NOVEMBER 2021

8am West African Time
9am Palestine
3pm Malaysia
3am US/Canada

HOST
Aquila Modupe Ootoju
NCE, B. Ed, M. Ed, PhD in view in Early Childhood and Primary Education, Universiti Sains Islam Malaysia

☆ Child's Education in Totality

Facebook Live DISCUSSION

7th February 2022

10am Palestine
4pm Malaysia
9am Nigeria

Topic: "Education under
occupation through
Dramatization Method"



Host: AQUILA OTITOUJU
Join@

<https://www.facebook.com/groups/564520814607277/?ref=share>

GUESTS

Tahani Bsharat

BA from Al-Quds open University in methods of teaching English

MA from Al-Najah University Palestine

PhD student at Universiti Sains Islam Malaysia



Shifa Hassan



Remas Arafat



Sarah Jarrar

Hello

I'm Shifa Hassan, Sara Jarrar, Remas Arafat

I'm 14, 13, 14 years old a student

in 9th grade at Al-Eman

School

It's my pleasure to

participate in this

session



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